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ABSTRACT

This report presents the issues and findings of this conference of superintendents from the 43 largest city school systems in the nation. The conference dealt with (1) communication and cooperation between public and nonpublic school educators and their respective school systems and (2) financing the public and nonpublic components of the educational enterprise. Each major issue was addressed in a 3-hour work session. The report includes digests of work session discussions, excerpts from the conference presentation by Commissioner Marland, conference reports by Dr. Wright and Monsignor Habiger, an analysis of the conference evaluation made by the participants at the close of the conference, a job description of the new USOE post of Coordinator of Nonpublic Educational Services, and a list of conferees. (Author/JF)

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JOINT CONFERENCE

OF

PUBLIC AND NONPUBLIC SCHOOL SUPERINTENDENTS

Airlie House, Warrenton, Virginia

November 15-17, 1971

CONFERENCE SUMMARY

Sponsored by the U.S. Office of Education

Bureau of Elementary and Secondary Education

Washington, D.C. 20202

EA 004 150

Joint Conference of Public and Nonpublic School Superintendents
from the Nation's Largest Cities

Airlie House, Warrenton, Virginia
November 15-17, 1971

Sponsored by the U.S. Office of Education
Bureau of Elementary and Secondary Education

"I hope that the child benefit theory will remain uppermost in the minds of all of us regardless of the posture and title we hold, and the jurisdiction in which we are chief administrators; our job is children."

--Dr. Sidney P. Marland, Jr.
U.S. Commissioner of Education

TABLE OF CONTENTS

	Page
Preface	
EXCERPTS FROM PRESENTATION BY COMMISSIONER MARLAND	1
CONFERENCE REPORTS:	
Session A - Communication and Cooperation Between Public and Nonpublic School Educators and Their Respective School Systems.	
Monsignor James D. Habiger, Reporter	2
Session B - Financing the Public and Nonpublic Components of the Educational Enterprise	
Dr. W. Odie Wright, Reporter	4
DIGEST OF WORK SESSIONS-GROUP DISCUSSIONS.	6
CONFERENCE EVALUATION BY PARTICIPANTS.	12
USOE COORDINATOR'S FUNCTIONS	15
CONFERENCE PARTICIPANTS.	17

Preface

At the request of numerous national leaders of the educational enterprise, the U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr., convened a Joint Conference of Public and Nonpublic School Superintendents from the Nation's largest cities.

The conference, sponsored by the Office of Education and its Bureau of Elementary and Secondary Education, was held November 15-17, 1971, at Airlie House in Warrenton, Virginia. The response to the invitational conference was overwhelming,with over 97 percent of the invited superintendents participating. They came from the 43 largest city school systems in the Nation.

As reiterated during the final evening session by Mr. Charles Saunders, Deputy Commissioner for External Relations, USOE, the purpose of the conference was "to encourage cooperative relationships between public and nonpublic schools in meeting the needs of big city children and, in so doing, assure more equitable participation of nonpublic schools in federally funded programs." Commissioner Marland added that part of the purpose of meeting together was to examine ways of learning from each other how better to take advantage of present laws and the corresponding dollars to meet more fully the needs of our children.

Both a public and nonpublic school superintendent carried heavy responsibilities in planning and implementing the conference. In this planning, Dr. W. Odie Wright, Superintendent of Schools, Long Beach, California, and Father Bernard Cummins, Superintendent of Schools, San Francisco, California, assisted USOE conference planners Thomas J. Burns, Acting Associate Commissioner of Elementary and Secondary Education, and Herman R. Goldberg, Associate Commissioner of Equal Educational Opportunity. Dr. Wright and Father Cummins served as co-chairmen of the conference.

Prior to the conference the conferees identified the major issues with which they wished to deal. Both public and nonpublic superintendents served as discussion leaders and conference reporters.

The two major issues selected by the participants and dealt with in the conference were: (1) Communication and Cooperation Between Public and Nonpublic School Educators and their Respective School Systems and (2) Financing the Public and Nonpublic Components of the Educational Enterprise. Subtopics under the first major issue included organization and staff, programs enhancing cooperation, practices for effecting and implementing the goals of improved communications and cooperation, and the equality and quality in education. The subtopics under the second major issue were financing problems in the respective systems, means of working together to achieve maximum funding, and the best utilization of all existing programs providing benefits to eligible students. Each major

issue was addressed in a three-hour work-session comprised of three parallel discussion groups. The findings of these two sessions were reported to a general wrap-up session by the conference co-chairmen.

The general thrust and findings of the conference are set forth in the report which follows. It includes excerpts from the conference presentation by Commissioner Marland, the conference reports made by Dr. Wright and Monsignor Habiger, a digest of the two three-hour work-session discussions, an analysis of the conference evaluation made by the participants at the close of the conference, a job description of the new USOE post of Coordinator of Nonpublic Educational Services, and a list of the conferees.

Perhaps it was the participants themselves who best stated the outcome of the conference. Said one group, "a much better understanding is a product of this conference."

EXCERPTS FROM PRESENTATION BY COMMISSIONER MARLAND

-The cities must survive. The cities must be restored to the great places that history has made for them. If education fails in the great cities, the great cities will fail.

-Urban education certainly is a critical issue. Those of you here are engaged in activities at the heart of urban education.

-These past few days have been set aside to examine ways to learn from each other how better to take advantage of the present laws and authorities, and the corresponding dollars that we have, to further the needs of all children.

-It is clear that so far the efforts that we have made in advancing the common cause between public and nonpublic schools has been based upon the child benefit theory. ...I hope that the child benefit theory will remain uppermost in the minds of all of us regardless of the posture and title we hold, and the jurisdiction in which we are chief administrators; <u>our job is children</u>.

-Public schools have deep, critical and overwhelming problems, but they must extend themselves within the present authorities of the law to do more to assist nonpublic schools.

-I ask the nonpublic school (administrators) to extend themselves, to reach out more warmly, earnestly, creatively, to find ways to draw upon the resources of the public sector implicit in the law, which means that funds must reach the nonpublic schools through the public schools. This calls for an enlarged and newly enlightened kind of relationship ...

-We can speak of revenue ... but there also must be more wisdom, more heart and more discovery of ways to help each other for the good of the children.

-I hope this meeting is number one of what may be more to follow ... to come together to match scorecards, to see what progress we are making, to learn from each other...

CONFERENCE REPORTS

Session A - Communication and Cooperation Between Public and Nonpublic School Educators and their Respective School Systems

Prepared By: Monsignor James D. Habiger, Reporter

Modalities of communication and cooperation between public and nonpublic systems:

- What are the reasons urging us to this cooperation?
  (1) economic (2) sociological (3) educational
- Who initiates the communication and cooperation efforts? Why?
- Are not the basic problems of the great city race issues and poverty - and how can we help solve these without real cooperative effort of both public and nonpublic systems?

We can look at cooperation on the national level in the form of meetings such as this.

- Need for a joint committee to advise OE on pending legislation.
- State level:
  (a) total participation in State educational conventions.
  (b) work-study committees made up of public and nonpublic people at the chief state school officers level to deal with common problems.
- Local level: Examples of communication:
  (a) Board to Board - Philadelphia's model as a suggestion.
  (b) Combined parent group meeting.
  (c) Superintendent to Superintendent.
    (1) Set luncheon date at least once a month.
    (2) Set up on-going lines of communication between Superintendents beyond the crisis or problem solving time.
    (3) Concern: Superintendents don't talk to each other due to pressure of time and events.
    (4) Concern: Communication between Superintendents should not be based strictly on the personal friendship or charisma of the Superintendents involved.
  (d) School to School relations in neighborhood.

Areas of Cooperation - possible between systems at the local level: centralized purchasing, in-service training, joint planning, E.S.E.A., I.T.F.S., certification policies, accreditation programs, attendance policies, driver education, curriculum, dual enrollment and various modifications, health programs, drug abuse programs, crime prevention programs, research, closing of schools, busing, calendar.

Most members admitted to cooperation in the peripheral areas but felt there were other areas of cooperation which involved the reality of facing some basic issues in which better cooperation was needed, e.g., selectivity of pupils in private schools against the necessity of general admission policies in public schools.

Problem areas which militate against cooperation are:

(1) Willingness to work at peripheral matters but unwillingness to get at gut issues.
(2) Competition for pupils, e.g., private schools seem to seek bright students.
(3) Difficulties with State Department of Education.
(4) Crisis oriented society.
(5) Time and money pressure.
(6) Flight of middle class to suburbs and from public schools.
(7) Children and parents have turned off the concerns of educational administrators and school boards.
(8) There are existing in the public record fallacies and misconceptions about both the public and the private schools.

Our group used the <u>myth</u> or <u>fact</u> mechanic to get at the issues. Among these were:

(1) Aid to nonpublic schools destroys public schools.
(2) Public schools are the melting pot for American youth.
(3) Catholic schools brainwash students and basically deny these students a freedom of choice.
(4) Religious schools alone teach values.
(5) In public schools one finds more drugs, fights, problems, disruptive situations, etc.

Some basic questions were asked with some discussion but no solutions:

- Are we concerned only with schools and systems and not the children we serve?
- Does the educational factory we have created in the U.S. have a future?
- How far does the right of parents extend in the choice of education for their children?
- What is the value of pluralism in American society?
- Are nonpublic schools viable alternatives in American education today?
- Are we shooting for a dual system of education down the road?
- Is the crisis in education one of cash or is it education as we know it?
- What are the attitudes of Superintendents of various systems?
  - peaceful co-existence or basically a concern with children and how to educate them?

- Are nonpublic schools the answer?
- Are public schools the answer?

There was general agreement that future meetings of this type be held to emphasize the willingness of this group and the Office of Education to work together for an increase of Federal funding for the benefit of all American children.

One final recommendation was made that the Council of Great City Schools and its counterpart from the nonpublic sector meet at the same time and place for the purpose of sharing an evening meal and program in which mutual concerns could be addressed for the most benefit to the people concerned.

Session B - Financing the Public and Nonpublic Components of the Educational Enterprise

Prepared By: Dr. W. Odie Wright, Reporter

The report which follows is my interpretation of the wide range of topics covered in the three groups in Session B. Among the topics covered were: property taxes; tax credit; shared time and shared facilities; vouchers; segregation; the need to reorder local, state, and national priorities; the tremendous problems faced by public and nonpublic schools and by our cities; the request that the U.S. Commissioner of Education set up an ad hoc group to advise on ESAP, Title 18, SB 659, regarding joint programs between public and nonpublic sectors; that there be more involvement of all concerned in advance of the finalizing of all plans and applications; that AASA has not done enough to adequately represent big cities; that we need a new coalition of educators--public and nonpublic-mayors, union leaders, and management; how do we get more federal funds; and the NSBA stand on Federal Aid to Education.

In the three groups there were those who favored no aid to nonpublic schools, those who were for most limited aid, and those who were for full funding of many programs.

Time does not permit a review of the many thoughts and suggestions that were made. The points which follow are my attempt to summarize the matters that were most frequently covered in the three discussion groups:

(1) A plural system is favored. Both public and nonpublic schools are most important today and they should be supported. We are interested in aid dedicated to the best education possible for all students in all the schools, both public and nonpublic.

(2) Education in large cities is in serious trouble. Our large cities face a critical crisis and, if our public and nonpublic schools fail, our cities will fail.

There was a divided opinion, but some expressed the view that working together generates more support for all--that help for either public or nonpublic schools helps the other.

Title I is the best vehicle at this time for Federal financing, but many feel it should be expanded. Many believe Title I should be made more equitable for large city schools and should be fully funded.

(3) That this conference clearly demonstrates the need for getting together in this way and the good that can be accomplished. A continuation of our dialogue is a "must." One thought expressed by a number of participants was the desirability of starting a Council for Nonpublic Superintendents similar to the Council of Great City Schools. This new Council might schedule its meetings at the same location and on the same dates as the Council of Great City Schools with an overlapping day devoted to a joint meeting of the two Councils.

Frequent meetings at the local level of the top administrators of public and nonpublic schools are vital to the successful pursuit of our goal of the best possible education for all the students in all of the schools of our cities.

(4) We should oppose those new institutions springing up that have come into being to avoid the correction of racial isolation.

(5) We reaffirm our commitment to compliance with all laws.

DIGEST OF WORK SESSIONS
GROUP DISCUSSIONS

This digest of the conference reporters' notes from the various discussion groups consists of comments made by the public school superintendents and their counterparts from nonpublic educational systems. No attempt is made to identify the particular group, but the digest is arranged according to the two major issues dealt with by the conference: (1) improving communications and cooperation and (2) financing public and nonpublic components in the educational enterprise.

I. Improving Communications and Cooperation

A. Group Summary

This group identified two "practical suggestions" to improve communications and cooperation:

1. Various local system superintendents should meet regularly for development in both peripheral and substantive areas of concern.

2. These superintendents should be instrumental in setting up and staffing local Joint Planning Councils.

The areas of extensive discussion and of most concern to this group were:

--Communications: Ongoing lines of communications among superintendents should go beyond individual crises; there should be joint-board involvement; and communications should not be based strictly on friendship and charisma.

--Cooperation: There was admitted cooperation in peripheral areas but the group felt there often is an unwillingness to get at gut issues, e.g., private school pupil selectivity and public school compulsory admission.

In the discussion, questions given the most attention were related to the educational factory that we have created and its future, the viability of nonpublic schools as alternatives in American education, whether we are shooting for a dual system of education, the question of pluralism and should parents have the right to choose, and finally, are the attitudes of superintendents that of peaceful co-existence or basically a concern for children and how to educate.

Problems in general included the money crisis, busing, the flight to the suburbs, the competition among the school systems and the social stigma of public schools and the status symbol of private schools. However, two problems evoking considerable discussion were:

--That school administrator's and board's concerns have been turned off by children.

--That Christian Education today is not understood, resulting in fallacies and misconceptions which exist regarding nonpublic schools.

The "hidden agenda" spoke to the need for being flexible and looking at public education and not looking at "public schools" vs. "private schools." Flexibility is also needed to invite new concepts or strategies in education. There must be an awareness of the evolution that must take place in public education.

B. Group Summary

This group asked to what extent we commit our resources to private schools in relation to the level of public interest. The economic, social and educational bases of cooperation were discussed. Why cooperate? The group felt parents are demanding a choice, that it would be more effective for children if there was local cooperation, and private school values should be recognized. The grave problem of city survival depends on the mutual support of the two systems, especially in terms of the root problems of poverty and race. Comments were made about the practices that lead to separatism and that the cities often are divided along racial lines.

This group spent considerable time on practices that could be initiated to improve communications and cooperation.

1. Board-to-board, school-to-school, superintendent-to-superintendent relationships are needed. There could be a lay-board liaison group.

2. Joint statements of philosophical goals and concrete policy statements could be issued.

3. A Joint Parent-Teachers Council of public and nonpublic representatives could be created.

4. An administrative office for inter-school cooperation could be established.

5. A joint relations group from the metropolitan area including suburban superintendents would be helpful.

6. A committee of professionals could work on in-service staff development and on a community-interest curriculum such as drug abuse education.

Suggestions on cooperative efforts included the joint use of educational television, partial day in vocational and technical education, operation of Title I in the private schools during the summer, a center for the study of the community history for all children (as in Cleveland), the joint purchase of sites for future educational facilities (as in Philadelphia), and some partial reimbursement for private school children attending public schools. Some public school boards have purchased or leased unused private school buildings.

To insure quality education for all children, this group wanted a provision for broad experiences for children of limited backgrounds in all systems. They felt the superintendents should be the teacher of the community and as such, appearances should be made at community events. There was much concern expressed for a need to get the community together for a meaningful public clout in urban education.

C. Group Summary

The group discussed a possible model cooperative planning program and organizational structure or a consortium for setting up neighboring public and nonpublic laboratory schools to improve education. A number of recommendations were made for cooperative efforts: adopt common dress codes, school calendar, and school regulations; establish an area council of public and nonpublic superintendents; hold informal joint board meetings; and plan joint exercises such as inservice education, radio and television programs, teacher guides, athletics, speech, driver education, and dual enrollment. Public and nonpublic superintendents were encouraged to get together regularly for lunch.

Public and nonpublic schools should prepare a joint statement of philosophy of American education to be presented to the public concerning the values and purposes of nonpublic schools in American education today. It was suggested the two local superintendents review with board members and the community at large the myths and facts each has relative to the two systems.

Three recommendations for action at the national and local level were:

1. The Catholic school superintendents might meet where the Council of Great City Superintendents do and schedule some joint sessions or other events.

2. Each superintendent might agree to initiate some positive action to establish a joint coordination council to work cooperatively on the needs of education at the local level.

3. Several superintendents expressed hope for future meetings of this type with the view of emphasizing a Federal level commitment to an increased funding of American education, both public and nonpublic.

II. Financing Public and Nonpublic Education

The most spirited discussion, with rather divergent views, is reflected in the group notes from the sessions on financing the educational enterprise. Nevertheless, there was considerable agreement on areas of need as the following synthesis reveals.

A. Group Summary

This group reported several areas seemingly as being in agreement:

1. Plural school systems are generally favored by everyone.

2. The problems of public and nonpublic city schools are much the same, i.e., eroding tax base and flight to the suburbs.

3. There is some evidence that funding and providing services to nonpublic schools helps support public education. The more people involved, the broader will be the support of all education.

4. Nonpublic schools would be willing to submit to reasonable regulations if they use public funds.

5. A new coalition needs to be formed of superintendents, mayors, and union leaders to help solve urban problems.

Various major-city financial problems were discussed. Public support of parochial schools could raise questions of supporting a church. If we have pluralism and freedom of choice, why not a segregationist academy?--because the country has a right to impose restrictions for the general welfare. Property tax is a bad source of money and is unequal. Vouchers are worth an experiment.

The group was urged to think of ways to reduce costs or find better ways of spending money and not to be afraid of one another. To make the best use of existing programs, the group suggested Federal funds go directly to cities and that the statute should require nonpublic schools in the planning from day one. After discussion of the pending Title 18, emergency school assistance bill, the group suggested that Commissioner Marland set up an ad hoc committee from this joint conference to advise him regarding public and nonpublic programs in this legislation.

B. Group Summary

The group asked how we can get more money into urban education. Numerous examples were cited of lack of funds, tax overburden and the inadequacy and the inequity of real estate taxes. Some archdiocese

and public education districts are in desperate financial trouble. Big cities are in trouble and need financial assistance. State income tax may be the answer. Public and nonpublic school systems must work together.

Some of the directions to take to solve financial problems were discussed. Stabilization at the Federal level is needed. When these funds are withdrawn; credibility with the public is lost. Comments were made on vouchers, indirect tax credit, block grants, and Federal equalization between the States. The consensus was against the nationalization of urban education.

Some superintendents related experiences in providing for nonpublic school children participation. Title I, ESEA, was characterized as okay, a new experience, supplementary, the most equitable, and a good approach. But, some States have legal problems. There are no administrative funds for the nonpublics. Nevertheless, ESEA was reported as a stimulant to cooperative efforts between public and nonpublic schools.

The group expressed its opposition to the growing number of private institutions that have started as a result of efforts to correct racial isolation.

There was recognition that it is hard to get public funding of education without a joint undertaking. They asked, "Are we willing to do something jointly to help our mutual concerns?" There was comment that at least the superintendents could work together by promoting the full funding of Title I, have a unity to press for help, and to maintain a continuous dialogue and follow up. More equitable funding is what is needed. There was a declaration of interest in all children in both public and nonpublic schools and that there is a need to set a pattern of working together.

C. Group Summary

This group aired a multitude of financial problems in the cities: the two-thirds bonds passage requirement and bond failures; resultant cuts in custodial and maintenance staff, no pay increase for teachers; no State aid increase in two years; State aid dropped from 40 percent in 1954 to 20-25 percent now; State and Federal aid declining at time of rising prices; telephone rate increase projects huge bill; vandalism costs $2.5 million in one year; citizens say if vandalism is stopped, they will vote for bond issues; security officers increased from 15 to 124; 1972 millage vote delayed because the attorney general ruled the property tax illegal after the Serrano case; public expectations increasing but there is no change in property tax rate since 1958; large numbers of buildings ordered vacated by 1975; 85 percent of the budget is in teachers salaries; 53 percent of meals are free; 7 percent of every school dollar is for health services; various budget shortages were cited; and a comment that the school system was about to go under.

The voucher plan was cited as assuming the public schools are doing a poor job. A comment was made that the parochial schools and some political sources are urging the voucher plan and this seemed unfair. Some controversy was reflected in discussion on comparing public and private per pupil costs. A superintendent stated that he could not support the flow of dollars to private schools when the public school system is about to go under. Another conferee said he did not come to compare and he didn't believe they should become adversaries. Despite these candidly expressed differences, the reporter's notes state the group felt that a much better understanding is a product of this conference.

The superintendents leadership role was discussed in terms of concern for children in the city. Historical differences and lack of communication between the two systems will have to be overcome. Some public superintendents do have an anxiety that their great need for dollars will be undercut if direct aid goes to church schools. Greater sums for both would reduce the anxiety. We become defensive when threatened. Both schools are getting hit with the same criticism. Race and poverty is the common denominator to bring the two systems together. As one conferee said, we ought to talk about how we can work together. "Our future, all of us, is at stake."

CONFERENCE EVALUATION BY PARTICIPANTS

The historic Joint Conference of Public and Nonpublic School Superintendents in the Nation's Larger Cities, November 15-17, at Airlie House, Warrenton, Virginia, produced results which weigh importantly on the future of these two sectors.

At the conclusion of this two-day conference, the participants were asked to evaluate the various meetings in terms of value, format, and accomplishment of its purposes. Two-thirds of the ninety-nine conferees participated in this evaluation. Conferees were of the view that similar conferences should be convened annually. In fact, the participants were almost unanimous on this point.

The great majority favored future annual meetings, hopefully regional, for the purpose of continuing to deal with the historic issue of Public and Nonpublic cooperation in the educational enterprise.

Convening with a single purpose---the improvement of education and coordination between the two sectors---the conference participants agreed on the need for a clearer understanding of the task of bettering the structure and delivery of educational services to disadvantaged boys and girls, especially those in urban areas, and the need to spell out clearly the complex funding approaches to these educational programs.

There was a high degree of optimism regarding the value of the Airlie House sessions, particularly on the part of the Nonpublic conferees, who registered the strongest in expressing this particular view.

Overall, the response to the conference was one of general appreciation and agreement that it was satisfactory in marking the first such genera' convocation of leading educators in both Public and Nonpublic sectors. At the same time there was acknowledgment by many that their expectations were not completely met.

A total of 85 percent of the conferees felt that the first purpose of the conference---improving communication and coordination between the two groups---was close to attainment.

Most of those attending agreed fewer subjects should be on future agendas to allow for in-depth study and discussion and that extensive legal explanations should be incorporated into succeeding meetings.

Almost 80 percent of these evaluators felt that the conference was of considerable value. Of the 51 persons rating the conference of considerable value, there were 73 percent who gave a rating of 4 based on a five-point scale, and the remaining 27 percent gave the highest favorable response. Interestingly, half of the nonpublic school superintendents

gave the conference the highest value rating and about 15 percent of the public school superintendents gave that same rating. Only three of the conferees found the conference to be of little value in their evaluation.

There were two major purposes cited for the calling of the conference. These were:

(1) To seek ways of improving communication and coordination between public and nonpublic school educators for the improved delivery of educational services to disadvantaged children, especially those in urban areas, and

(2) To exchange information concerning the various ways of financing the public and nonpublic components of the educational enterprise.

In weighing the evaluations, it appears that the conferees' expectations for this meeting were NOT fully realized. However, a total of 85 percent of the evaluators felt that the first purpose of the conference was achieved to a reasonably high degree. As for the second purpose, as many as 70 percent of these conferees indicated that the school-financing discussion was only about half as extensive as they had hoped it would be.

Two key points can be highlighted here for summary purposes:

A. Most conference evaluators indicated that fewer topics in greater detail and deptn should compose future agendas, and

B. There was extensive concern expressed about legal ramifications affecting both the public and nonpublic schools and their justifications indicated a need for more intensive attention in this area.

The conference topic regarding organization and staff was of more concern to the nonpublic representatives than to the public participants. Better than 50 percent of the conferees felt attention was given to this subject to a substantial degree.

Information regarding cooperative practices between public and nonpublic schools was identified as the issue of greatest concern. The majority of the conferees felt this issue was given adequate attention.

The equality and quality of educational services was of concern to all. However, only 60 percent of the evaluators felt that this issue was addressed to a substantial degree. The nonpublic group appeared more satisfied with the extent of discussions on this topic than did their public school colleagues.

While the conference of the public and nonpublic school superintendents from cities having 300,000 population or more can be regarded as an historic first, it can also be regarded as the first of a series of true dialogues which ultimately can lead to more meaningful and productive relationships between public and nonpublic school officials--with the children of America as the deserving beneficiaries.

USOE COORDINATOR'S FUNCTIONS

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Under the general administrative supervision of the Associate Commissioner for the Bureau of Elementary and Secondary Education, represents the U.S. Office of Education as principal coordinator and spokesman in the nonpublic elementary and secondary school sector. In this capacity, provides a direct communications link between the U.S. Office of Education and the nonpublic education institutions. The incumbent is authorized to speak for the Commissioner of Education in interpreting Office of Education policy concerning Federal relationships with the nonpublic school sector.

Represents the U.S. Office of Education as principal spokesman regarding current program policy and operations in regard to Federal aid services to nonpublic school pupils by maintaining direct and periodic contact with responsible Office of Education program staff having responsibilities in the private sector.

Coordinates pending legislation, programmatic guidelines, and regulations, meetings, or workshops that relate to the private sector's role in Federal aid to education programs.

Coordinates program services that have a statutory base for the involvement of students from private schools and institutions and makes recommendations based upon totality of input from intra-bureau program managers, other Federal agencies such as the Department of Labor, and nonpublic institutions.

Responsible for the activities of a special intra-bureau Task Force formulated to provide current input concerning any proposed changes in regulations or guidelines or policy directives of Office of Education Federal aid programs involving the nonpublic sector.

Works directly with associations and similar groups representing the nonpublic education sector to improve communications regarding Federal aid programs, including program information conceived as important by the USOE to further the understanding between public and private education.

Represents the Office in contacts with Chief State School Officers, Governors, and superintendents of local education agencies, as well as officials of the nonpublic school sector, regarding significant program policy issues relating to the effective participation in Federal assistance programs on the part of nonpublic school students.

Represents the Office in carrying out responsibilities concerning the participation in federally-assisted programs of children and teachers in private elementary and secondary schools. Works with a variety of staff offices within USOE to gain insight and assistance to maintain relationships and conduct problem-solving requirements with representatives of private schools on policy questions involved in legislative mandates.

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